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Crime and Punishment

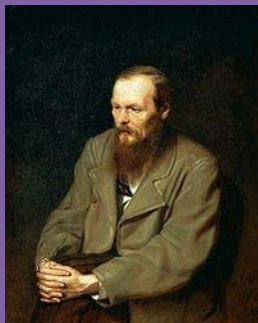
Objectives

- 1) To recognize that by studying the characters one will better understand the novel in total;
- 2) To see that in order to analyze the stylistic devices one must make an appropriate selection of the text and interpretation of it;
- 3) To realize that to be a successful reader one must be able to distinguish and comprehend ambiguity and learn and appreciate how it enriches the text;
- 4) To be able to write a high-quality paper about Crime and Punishment, the characters, the multiple themes in the book, and tie them all together.
- 5) Standards to Meet: #3:Reading: Literary Response and Analysis: response includes identifying story elements such as character, theme, plot, and setting, and making connections and comparisons across texts. Literary response enhances students' understanding of history, culture, and the social sciences; # 5: Writing: Applications: through the exploration of different types of writing and the characteristics of each, students become proficient at narrative, expository, descriptive, persuasive, argumentative, and technical writing. Writing demonstrates an awareness of the audience and purpose for writing.

Materials

- 1) Crime and Punishment by Fyodor Dostoyevsky.
- 2) Paper and writing utensils.

Procedure



- 1) Explain to the class how the characters in a book are not flat but complex and rounded, and cannot be labeled, just as real people cannot be. You can use Raskolnikov as an example of a “split”, or someone whose views are conflicting, character and perhaps use some quotes to emphasize your point. Also, be sure to explain in full (and give examples) of what a split character is. Then ask the class to find some other quotes that do this.
- 2) Have the students form groups of about four. Have them discuss what other characters who demonstrate the idea of a “split” character. Then they must decide

Evaluation

References

why they are “split” characters (what are their conflicting morals/views/etc. Discuss with the entire class.

- 3) Have each group choose one of the characters they believe have a “split” nature. Have them find examples in the book to prove their point. For each trait they should have at least one quote with the page number. Then they can find two more sets of traits that are particular to their character
- 4) For homework have the students use the different character traits they found to attempt to figure out the character’s true nature. Explain how these traits help shape these characters into those they are the story. Ask them to provide examples from the text.
- 5) The next day have them form into groups based on which character they chose to analyze. Have them share their information and beliefs about their character. Then have them discuss how they feel about the quotes and the insight that it provides into the character, whether or not they agree with the student’s assessment of the character, its importance and relevance, and add new ideas to their assignment as they go through these steps (if they so wish).

- 1) Use sliderocket to make a presentation on your character, in your already made groups. Must be minimum of 5 minutes and maximum of 10 minutes. Grading will be based on content, how you present your information, and peer evaluation. This is meant to help the rest of the class better understand the characters. Define in your own words what split characters are and whether or not the character found peace within himself/herself in the end.

<http://school.discoveryeducation.com/lessonplans/programs/crimeandpunishment/>